**Every Morning When I Wake Up**

**2 Plans One song!**

This plan is very simple but it can be adjusted to be more challenging, which is great when you are having to discuss “differentiation” on your NCEES! I have the first plan written as the simple plan because I am sure many of you may have classes of Pre-K or other “self-contained” classes of students with special needs.

The second plan adds onto the first. I will not go into details bout “how” to teach the standards in the more challenging plan. You know how you like to teach musical form or ostinato patterns or movement. I am going to tell you WHAT I teach with it and you use your obvious creativity from there. ( I say *obvious* because you are an elementary music teacher after all!)

Sometimes meeting the standard course of study for music cannot be your main goal. Instead, music must be used as the tool to encourage or evoke behaviors that are goal in a student’s IEP or other plan, or just to help them meet expectations in the classroom setting.

For instance, learning to share, cooperate, listen and wait their turn all have positive outcomes elsewhere in school and in society.

Enhancing gross or fine motor skills have an impact on students faced with physical challenges. Whether a student is regaining use of an arm or leg after an injury or needing to maintain strength because of an ongoing issue, or learning how to verbally communicate, involvement in musical activities is an exceptional and positive way for this to occur. As you likely know, singing uses a separate part of the brain than speaking, so music is an especially useful tool of working with stutterers, children with brain injury, elective mutes ( and I have had these) or even children experiencing diseases that cause dementia.

**Music standards**

2.ML.1.4 Apply changes in music to the elements of dynamics, tempo, melody, and form.

2.ML.3.1 Use improvisation to create simple rhythmic and melodic variations on familiar melodies.

2.MR.1.3 Illustrate audience and participant behavior appropriate for the purpose and setting that music is performed.

2.ML.1.3 Execute extended rhythmic patterns using body, instruments, or voice.

Non-music outcomes/goals: Gross motor movement,

singing and vocal exercise,

self-esteem building: getting to act something for others, taking turns/sharing instruments, and acting

listening skill builder: change sound on B section

successful music making experience

**Materials:**

Second Grade silver Burdette Making Music, page 308:

“Every Morning When I Wake Up” , CD10:19

C and G Tone Bars from kit, and/or boomwhackers, Orff barred instruments, ( use only C and G) unpitched percussion of your choice.

Optional: Smartboard

This song is almost entirely in the key of C, making it very easy for student success to occur.

1) Start off by asking “What do you do when you wake up every morning?”

After they give you answers about their mornings, I say “Well, since I love music, I like to sing in the morning. This song is about singing in the morning….”

2) If you are visiting a self-contained classroom, play or sing the song in the way that works best.

I always take my take guitar and after we learn the song, I allow each student to strum it while we sing the song. Since there are usually between 6 and 10 in the class I visit, it really allows them to learn the words well!

3) Hand out the C and G tone bars or boomwhackers and/or have your Orff instruments set out with only C’s and G’s on. Use unpitched percussion as needed to meet accommodations of students, or for more interesting texture.

**Here’s the Easy Lesson Version:** I let them play any rhythm pattern on C’s and G’s as we sing either with the guitar or with the CD. Of course, you will need to adjust this according to what your students can do. If there is a teacher and /or teaching assistant, he or she can help a student play the beat along with the song. Otherwise, let it be from the heart! I did this lesson this week and realized that you should NOT have a lot of students with boomwhackers! I would say every third child is good, then have them pass it to the next child. Even when played “softly” it can be auditory overload. Be sensitive especially with children who have trouble with loud sounds.

The CD has a instrumental interlude ( that is the whole song again) after the first time through then a repeat of the song.

After singing with the instruments introduced, let students ( as they are able) take turns acting out what they said they do in the morning. I.E. yawning, brushing teeth, putting on their coat, feeding their dog…

**Here is the more Challenging Lesson:**

**2nd Grade Lesson for 2 to 3 class periods**

**Day 1: Teach Form: ABA**

1. Follow the same introduction to the song as #1 above.
2. Point out the ABA form. I use my smart board for this. And write the following:

**A: Sing**

**B: Music only, (students can snap or pat or step side to side)**

**A:Sing**

1. Once song is in their heads, I add something to the B section to show it’s difference even more: Allow students to take turns showing their morning activities (like “easy lesson” above)
2. Add pitched percussion to A sections, and do the song enough times for the percussion to be played by each student at least once.
3. Add unpitched to B section , draw or write on the board to show this addition to the sections. Use the easy lesson ideas for “challenged” students.
4. Allow rotation of instruments and dancers
5. Tell them that next time they will work on it again, but with even more “stuff”!

**Day 2:**

**1)** Review day 1.

2) Teach students the Orff ostinatos that are there on p. 309.

If you have students mainstreamed in the larger classroom that may struggle with the ostinato. However, I let mine try, so that they do not feel singled out. Then, when do a final form, I add boomwhackers or tone bars. (do the above “easy lesson” lesson with regard to instrumentation. ) However, put a couple of other students on the same part (at least one that you know can do it well enough to help) so that they can work together and help each other. This should take one to one and half class periods.

**A:** Sing and play pitched instruments

**B:** Some kids play unpitched percussion.

**A:** Sing and play with pitched instruments

Rotate.

Then, put them in groups of 3 and ask them to come up with movement for the B section. It can be morning activities or body percussion /dance.

Allow the groups to take turns performing their movement while other groups play the instruments. This takes some rotating, but they enjoy the moving around from thing to thing!

This may take and extra class time, but it is worth it. Especially if you can videotape them and show it back.